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TRAINING
25 March 1958

THE
LANGUAGE DEVELOPMENT
PROGRAM

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HANDBOOK
LANGUAGE DEVELOPMENT PROGRAM
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INTRODUCTION

The Language Development Program is designed to promote the development and maintenance of foreign language skills among staff employees, thereby increasing personnel capabilities to perform the Agency's work.

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This handbook supplements Regulation [REDACTED] and explains the nature, objectives and procedures of the program.

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LANGUAGE TRAINING

Knowledge of a foreign language may be required for a projected assignment, or it may be necessary or desirable for the more effective performance of current duties. In either case, a supervisor or head of an office operating component or the head of a Career Service, may direct an employee to study a foreign language during duty hours, as a duty assignment. Normally, the individual will be enrolled in an appropriate language training program within or outside the Agency. His achievement of language skill will be the result of the directed assignment. Within the Language Development Program such activity is identified as directed training.

On the other hand, for the majority of employees daily work pressures preclude learning a language during duty-hours. Yet many wish to acquire foreign language skills to broaden qualifications and to become presently or potentially more useful to the Agency. Their interest is encouraged most strongly. For these individuals, non-duty-hours training in which studies may be pursued independently of daily work requirements is provided by the Agency. The achievement of language knowledge on this voluntary basis is identified within the Language Development Program as voluntary training.

In some cases an individual may combine these two kinds of training.

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For example, after his interest and aptitude have been demonstrated through voluntary study, he may be directed to pursue his studies more intensively with a view to active use of the language at headquarters or in the field; or he may supplement directed study by additional voluntary efforts. In any of these situations a qualified staff employee may receive training without cost to himself and may thus acquire various levels of language skill and establish eligibility for language awards. For award purposes, training under these combined circumstances will be considered directed or voluntary according to the basis on which the majority of time was expended.

The Office of Training provides a comprehensive program of language instruction, designed to serve the interests of all employees on either a directed or voluntary basis. Full particulars concerning both on-duty and non-duty-hours classes are published periodically in issuances of the Office of Training. The staff employee who wishes to enroll in any class offered internally, does so by submitting Form No. 75, Request for Internal Training. If the desired training is offered only outside the Agency, request is made on Form No. 136, Request for External Training. In each case signatures of approving officials are required, and the request should be submitted through the appropriate Training Officer to the Registrar, Office of Training.

Duty-hour courses are scheduled regularly and are announced in advance as part of the continuing OTR curriculum. Non-duty-hours

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voluntary classes are organized as the need arises. A minimum number of five requests is required for the formation of a non-duty-hours class. When this number of requests is received, arrangements are made to start a class at the beginning of a trimester.

In the voluntary program courses are conducted in 15-week trimesters. The number of trimesters required to achieve an awardable level of proficiency will vary according to the difficulty of the language and the aptitude and industry of the student. For purposes of the awards phase of the Program, languages are divided according to their relative difficulty into three groups. Group I includes the more common, easily learned languages; Group II, those of intermediate difficulty; and Group III those considered to be most difficult.

The student in a non-duty-hours class is expected to devote 12 hours a week to study. This includes 5 hours of formal instruction and 7 hours of self-instruction, in the language laboratory or otherwise. The Office of Training has two language laboratories, each equipped with semi-sound-proofed booths where the student can work with recordings to supplement his formal instruction. The laboratory located in Room 2132 I Building is open from 0700 to 2030 hours Monday through Friday, and from 1000 to 1400 hours on Saturday. The laboratory in Room 2918, Quarters Eye is open from 1700 to 2030 Monday through Friday. Foreign language books, newspapers, records and tapes are available.

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LANGUAGE DEVELOPMENT AWARDS

The Language Development Program presumes that those who intend to make a career in intelligence should have a working knowledge of at least one foreign language, and that the aggregate of individual competencies should constitute an Agency capability to meet present and foreseeable requirements. The program provides an opportunity for all employees to acquire foreign language competence and provides incentives in the form of language awards. These awards are monetary benefits granted in recognition of individual efforts to achieve and to maintain language proficiency at usable levels. They are of two types, Achievement Awards and Maintenance Awards.

It is an achievement to acquire a usable knowledge of a foreign language for the first time or to raise one's present knowledge to a higher level of proficiency. The achievement may result from directed or voluntary study either internally, or at a non-Agency facility. In any case, the achievement of a demonstrably useful level of skill is rewardable. The reward is known as an Achievement Award, granted when the individual achieves an awardable level of proficiency. If the achievement is a result of voluntary study on the individual's own time, the amount of the award is twice that which is granted for the same accomplishment achieved during duty hours.

Language skill once achieved should not be allowed to deteriorate, else it loses its value to the individual and to the Agency. To encourage individuals to put forth the effort necessary to maintain their language skills at

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intermediate or high levels of proficiency, Maintenance Awards are granted annually, upon satisfactory evidence that the skill has, in fact, been maintained. The Maintenance Award is payable on the anniversary of the date when the individual completed the Language Data Record, or on the anniversary of the date on which he earned an Achievement Award.

A language award is not a bonus for possessing a foreign language competence; it is a reward for the personal effort involved in achieving and maintaining such a competence. Therefore no Achievement Award will be granted to an employee for a proficiency which he possessed before 4 February 1957, the date this program was inaugurated; or, for a proficiency possessed by the individual when entering on duty in the Agency after 4 February 1957. No Maintenance Award will be paid for a proficiency acquired before employment with the Agency primarily through family association or residence abroad and which may be maintained without appreciable effort; nor for proficiency maintained through required use of a language in performing duties of the assigned position and which may be maintained without appreciable outside effort. Those individuals who are ineligible for these reasons are encouraged to raise their current levels and types of proficiency or to undertake the study of another awardable language. In this way they may qualify for Achievement and Maintenance Awards.

AWARDABLE LANGUAGES

Thirty-nine foreign languages are considered at present to be of signi-

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ficant usefulness to the Agency and they have been designated as awardable in the Language Development Program. This list will be reviewed from time to time in the light of changing Agency requirements, and changes may be made if necessary. If a student wishes to learn a language not on the list he should consult with the Chief, Language and Area School. For purposes of determining appropriate awards in each case, languages are grouped according to their relative difficulty. Presently awardable languages, by groups, are:

Language Group I

Danish
Dutch
French
German
Italian
Norwegian
Portuguese
Romanian
Spanish
Swedish

Language Group II

Albanian
Amharic
Arabic
Bulgarian
Burmese
Cambodian
Czech
Finnish
Greek
Hindi
Hungarian
Icelandic
Indonesian
Malay

Nepali
Pashto
Persian
Polish
Russian
Serbo-Croatian
Swahili
Thai
Tibetan
Turkish
Urdu
Vietnamese

Language Group III

Chinese
Japanese
Korean

LEVELS OF PROFICIENCY

Five levels of proficiency are used for evaluating language skills. They are Slight, Elementary, Intermediate, High and Native. Language awards, however, are granted only at the elementary, intermediate and high levels. No award is given for a slight knowledge nor is native proficiency awardable.

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If proficiency equal to that of a native should be attained by a person who is not himself a native, the award for that achievement would be the amount authorized for the high-comprehensive level.

Levels of proficiency:

Reading:

Slight	Fair knowledge of the writing system; ability to read only titles and the simplest texts, using the dictionary constantly.
Elementary:	Adequate knowledge of the writing system; ability sufficient for daily needs (public signs, etc.); ability to read simple texts in colloquial style, using the dictionary frequently.
Intermediate:	Complete knowledge of the writing system; ability to read most texts in colloquial style with fair ease; ability to read texts of average difficulty in standard written language (newspapers, etc.), using the dictionary frequently.
High:	Ability to read texts of most grades of difficulty, of a general nature or in fields with which one is familiar, with some understanding of subtleties of expression, using the dictionary rarely.
Native:	Ability to read texts of any difficulty and in any style, of a general nature or in fields with which one is familiar, with understanding of subtleties of expression.

Writing:

Slight:	Fair ability to use the writing system; ability to communicate only the simplest ideas, with only partial success, with continual errors, many of them serious, and using the dictionary constantly.
Elementary:	Ability to use the writing system adequately; ability to write personal letters and similar simple material,

with reasonable success, but with many errors, some of them serious, and using the dictionary frequently.

Intermediate: Ability to use the writing system correctly; ability to write personal letters and similar, simple material, with reasonable success, with only occasional minor errors, but in obviously foreign style, using the dictionary occasionally.

High: Ability to write personal letters and similar simple material with complete success; ability to write factual narrative and expository material with reasonable clarity, with few grammatical errors, but in a style which may not be entirely native, using the dictionary rarely.

Native: Ability to write personal letters and similar, simple material with complete success, without using the dictionary; ability to write factual narrative and expository material with reasonable clarity, with very few grammatical errors, in completely native style.

Pronunciation:

Slight: Poor pronunciation, frequently difficult to understand.

Elementary: Fair pronunciation, sometimes difficult to understand.

Intermediate: Adequate pronunciation, obviously foreign, but almost always understandable.

High: Excellent pronunciation, but not quite native.

Native: Native pronunciation.

Speaking:

Slight: Ability restricted to the commonest conversational phrases and patterns; communication is faulty, speech is halting.

Elementary: Sufficient ability to manage to get along in the most common situations of daily life and travel; speech is often slow.

- Intermediate:** Ability to get along quite well in situations of daily life and travel; ability to conduct routine business in particular fields.
- High:** Ability to speak fluently and accurately in nearly all practical and social situations; ability to converse in most fields with which one is familiar; ability to use popular sayings, literary references, and common proverbs.
- Native:** Ability to speak fluently and accurately in all practical and social situations; ability to converse freely and idiomatically in all fields with which one is familiar.

Understanding:

- Slight:** Ability to understand only the most common phrases and the simplest conversation, often only after repetition.
- Elementary:** Ability to understand simple conversation, both face-to-face and on the telephone, and some of what one hears on the radio and at movies, plays and lectures.
- Intermediate:** Ability to understand nearly all conversation on topics of daily life and travel, both face-to-face and on the telephone, and much of what one hears on the radio and at movies, plays and lectures.
- High:** Ability to understand non-technical conversation on most subjects, both face-to-face and on the telephone, and most of what one hears on the radio and at movies, plays and lectures, including most jokes and puns.
- Native:** Ability to understand non-technical conversation on all subjects, both face-to-face and on the telephone, and all of what one hears on the radio and at movies, plays and lectures.

TYPES OF PROFICIENCY

Two types of proficiency are the bases for language development awards. These are specialized proficiency and comprehensive proficiency.

Specialized proficiency is a knowledge of one of the elements of reading, writing or speaking a language. Pronunciation and understanding are assumed to be elements within speaking.

Comprehensive proficiency, on the other hand, requires a knowledge of reading, writing, speaking, pronunciation and understanding.

The goal for one who has a specialized proficiency at an awardable level is an extension of his language skills to a level of comprehensive knowledge.

SCHEDULE OF AWARDS

The amounts for achievement awards as outlined in the schedule are payable for voluntary training: achievement awards for directed training are one-half of the stated amount. Maintenance awards are granted in the listed amounts.

SCHEDULE OF AWARDS

PROFICIENCY (Type)	SPECIALIZED			COMPREHENSIVE		
PROFICIENCY (Level)	ELEM INTER HIGH			ELEM INTER HIGH		
<u>GROUP I LANGUAGES</u>						
Achievement	\$50	\$100	\$200	\$100	\$200	\$400
Maintenance	None	\$ 50	\$100	None	\$100	\$200
<u>GROUP II LANGUAGES</u>						
Achievement	\$100	\$200	\$400	\$200	\$400	\$800
Maintenance	None	\$100	\$200	None	\$200	\$400
<u>GROUP III LANGUAGES</u>						
Achievement	\$200	\$400	\$800	\$300	\$600	\$1200
Maintenance	None	\$200	\$400	None	\$300	\$ 600

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The largest award for any degree of language proficiency is \$1200, granted for the voluntary achievement of the highest level of comprehensive proficiency in a Group III language. The lowest amount of an Achievement Award is \$25.00, granted for attainment of the elementary level of specialized proficiency in a Group I language as a result of directed study. The largest award for maintenance is \$600; this for a Group III language. No award is given for maintaining language knowledge at the elementary level.

The total amount for a series of Achievement Awards in a given language will not exceed the amount awarded for achievement of the highest level of proficiency in the language. In other words, the student who advances from no knowledge to elementary proficiency, to intermediate, and then to high, will receive, in total, the amount awarded for the high level. To illustrate: an individual who begins the voluntary study of French and achieves elementary comprehensive proficiency becomes eligible for an award of \$100. If he continues his study and qualifies next at the intermediate level, he is eligible for another award of \$100. If he then goes on to high proficiency, comprehensive, he will receive an additional \$200, thus earning a total of \$400 in Achievement Awards. If he maintains high comprehensive proficiency thereafter, he will be eligible for an annual Maintenance Award of \$200.

To encourage employees to strive for comprehensive proficiency, certain limitations are placed on awards in the specialized categories.

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An individual may receive an Achievement Award for only one element of specialized proficiency at any one level. For example, he may be awarded \$100 for voluntarily achieving an intermediate level in reading French. He may not then receive another \$100 for achieving that same level in speaking French. To qualify for a further Achievement Award, he must reach the high level in one of these two elements of specialized proficiency, or he must achieve the intermediate level of comprehensive proficiency.

The amounts listed in the Schedule of Awards for maintaining language skills are granted annually to individuals who demonstrate, through achievement of satisfactory test results, that they have, in fact, maintained their skills.

CRITERIA OF ELIGIBILITY FOR AWARDS

All staff employees of the Agency are eligible for language development awards if they meet the following requirements.

1. Membership in the Career Staff.

An employee must be a member of the Career Staff; or, when eligible for membership he must apply; or, he must certify his intention to apply. No one whose application has been deferred or denied by the Agency Selection Board will be considered eligible.

2. Completion of the Agency's Proficiency Tests

The candidate must complete prescribed written and/or oral tests satisfactorily before an Achievement or Maintenance Award

can be granted. He may be tested for an Achievement Award at the time he thinks he has increased his level of proficiency beyond his previously tested level or the level shown on his Form 444c, Language Data Record. He may be tested for a Maintenance Award at any convenient time during the year, but preferably near the date of his eligibility as established by submittal of the Language Data Record. Maintenance Awards will be paid only as of the established anniversary date. All candidates are urged to be tested as early as possible in their Agency careers, and should follow the published schedule of tests insofar as possible.

3. Submittal of the Language Data Record (Form 444c).

This form is a part of the Periodic Supplement to the Personal History Statement, and constitutes a self-evaluated record of the individual's foreign language competence. A single copy is required for each language with which the individual claims some familiarity. Information on this form provides the initial basis on which the Agency's Language Qualifications Register is compiled. The register is then amended as proficiency tests reflect changes in the status of the individual's language knowledge. The date of completion of this form or the anniversary date of an achievement test becomes the individual's date of eligibility for annual Maintenance Awards.

LANGUAGE PROFICIENCY TESTS

The preparation and administration of the Agency's language proficiency tests is a responsibility of the Language and Area School, Office of Training. The scheduled dates for tests in the various languages are announced periodically in Agency Notices and in the OTR Bulletin. Only in rare cases will deviations from the published schedule be permitted. If testing is required on other than the scheduled dates, arrangements should be made through the appropriate Training Officers.

PAYMENT OF AWARDS

The Office of Training determines final eligibility for awards. Upon receipt of the individual's test results, the Registrar/OTR verifies other criteria of eligibility, computes the amount to be paid, and forwards an authorization for payment to the Comptroller.